



ARTIFICIAL INTELLIGENCE POLICY

***Stanley St Peter's CE Primary
School
2026-2027***

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1. Introduction and Purpose

1.1 What is Artificial Intelligence (AI)?

Artificial Intelligence (AI) refers to technology that enables computers and machines to simulate human intelligence and problem-solving capabilities. In education, AI tools can assist with tasks such as lesson planning, administrative work, creating resources, and providing personalised learning support.

1.2 Purpose of this Policy

This policy sets out how Stanley St Peter's CE Primary School will use AI tools responsibly, ethically and safely. It aims to:

- Ensure AI is used in ways that benefit teaching, learning and school operations
- Protect the safety, privacy and wellbeing of pupils, staff and our school community
- Comply with legal and regulatory requirements
- Provide clear guidance on appropriate and inappropriate uses of AI
- Establish accountability and oversight mechanisms
- Support staff in using AI effectively and confidently

1.3 Our Approach to AI

At Stanley St Peter's CE Primary School, we recognise that AI offers significant opportunities to:

- Reduce staff workload, particularly administrative tasks
- Enhance teaching and learning experiences
- Provide personalised support for pupils
- Improve efficiency in school operations

However, we also recognise the risks associated with AI, including:

- Data protection and privacy concerns
- Potential for bias and discrimination
- Accuracy and reliability issues
- Safeguarding risks
- Over-reliance on technology

This policy ensures we maximise the benefits of AI while minimising the risks.

2. Scope

2.1 Who This Policy Applies To

This policy applies to:

- All teaching and support staff
- School leaders and senior leadership team
- Governors
- Volunteers and contractors working in school
- Pupils (where specified)

2.2 What This Policy Covers

This policy covers the use of AI tools for:

- Teaching and learning activities
- Lesson planning and curriculum development
- Administrative tasks
- Communications with parents/carers and external stakeholders
- School improvement and strategic planning
- Assessment and reporting
- Any other school-related purposes

2.3 What This Policy Does Not Cover

This policy does not cover:

- General IT systems and software that do not use AI
- Personal use of AI tools outside of school (unless it impacts school work or reputation)

3. Regulatory Principles

Our use of AI is guided by the following regulatory principles, as set out in government guidance:

3.1 Transparency

We will be open and honest about when and how we use AI. We will:

- Clearly communicate AI use to staff, pupils, parents/carers and governors
- Disclose when AI has been used to generate content or make decisions
- Make this policy publicly available

3.2 Fairness and Inclusion

We will ensure AI is used in ways that promote equality and do not discriminate. We will:

- Monitor AI outputs for bias or discrimination
- Ensure AI tools are accessible to all staff and pupils, including those with SEND
- Not rely solely on AI for decisions that significantly affect individuals

3.3 Accountability

We will maintain clear accountability for AI use. We will:

- Ensure human oversight of all AI-generated outputs
- Take responsibility for decisions made using AI
- Investigate and address any concerns or incidents

3.4 Safety and Security

We will prioritise the safety and security of our school community. We will:

- Conduct risk assessments before implementing AI tools
- Protect personal and sensitive data
- Monitor for safeguarding concerns related to AI use

3.5 Purpose and Proportionality

We will use AI only where it serves a clear educational or operational purpose. We will:

- Ensure AI use is proportionate to the task
- Not use AI where traditional methods are more appropriate
- Regularly evaluate whether AI tools are delivering intended benefits

4. Roles and Responsibilities

4.1 The Governing Board

The governing board is responsible for:

- Approving this policy and ensuring it is implemented effectively
- Monitoring the school's use of AI through regular reports from the headteacher
- Ensuring AI use aligns with the school's values and strategic priorities
- Holding the headteacher to account for safe and effective AI use

4.2 The Headteacher

The headteacher (Michelle Wiggins) is responsible for:

- Implementing this policy and ensuring all staff understand and follow it
- Approving AI tools for use in school
- Monitoring AI use and addressing any concerns or incidents
- Providing regular reports to governors on AI use
- Ensuring staff receive appropriate training and support
- Reviewing and updating this policy regularly

4.3 The Data Protection Officer (DPO)

The DPO (Tim Pinto at tpinto@esafetyoffice.co.uk) is responsible for:

- Advising on data protection implications of AI use
- Conducting Data Protection Impact Assessments (DPIAs) for AI tools
- Monitoring compliance with data protection law
- Investigating data protection concerns related to AI

4.4 The Designated Safeguarding Lead (DSL)

The DSL (Michelle Wiggins) is responsible for:

- Monitoring safeguarding risks related to AI use
- Investigating safeguarding concerns involving AI
- Ensuring staff understand how to identify and report AI-related safeguarding issues
- Liaising with external agencies where appropriate

4.5 All Staff

All staff are responsible for:

- Reading, understanding and following this policy
- Using only approved AI tools
- Protecting personal and sensitive data
- Fact-checking and reviewing all AI-generated outputs
- Reporting concerns or incidents to the headteacher or DSL
- Modelling responsible AI use to pupils

4.6 Pupils

Pupils are expected to:

- Follow school rules and guidance on AI use
- Use AI tools only when given permission by a teacher
- Not misuse AI or use it to create inappropriate content
- Report any concerns about AI to a trusted adult

5. Ethical Use of AI

5.1 Human Oversight

AI must never replace human judgement. All AI-generated outputs must be:

- Reviewed by a member of staff before use
- Fact-checked for accuracy
- Assessed for appropriateness and quality
- Adapted to meet the specific needs of the context

Staff must not blindly accept AI outputs. Professional expertise and judgement are essential.

PRACTICAL EXAMPLE: Using AI for parent communications

A teacher wants to use ChatGPT to draft a letter to parents about an upcoming school trip.

Correct approach:

1. Use an approved AI tool (ChatGPT is on our approved list)
2. Write a prompt that includes the trip details but NO pupil names or personal information
3. Review the AI output carefully and fact-check all information
4. Adapt the letter to match our school's tone and style
5. Add any personal touches or specific details
6. Proofread thoroughly before sending
7. Note in your records that AI was used to draft the initial version

What NOT to do:

- Don't input pupil names, addresses or any personal data
- Don't send the AI output without reviewing and adapting it
- Don't assume all information in the output is accurate
- Don't use an unapproved AI tool

5.2 Accuracy and Reliability

AI tools can generate inaccurate or misleading information (known as "hallucinations"). Staff must:

- Verify all facts, statistics and claims in AI outputs
- Cross-reference information with reliable sources
- Be particularly cautious with information about individuals, dates, legal requirements or technical details
- Never rely solely on AI for critical decisions or communications

5.3 Bias and Discrimination

AI systems can perpetuate or amplify biases related to protected characteristics such as race, gender, disability, age, religion or sexual orientation. Staff must:

- Be alert to potential bias in AI outputs
- Review AI-generated content for fairness and inclusivity
- Ensure AI tools are not used in ways that could discriminate against individuals or groups
- Report concerns about bias to the headteacher

5.4 Intellectual Property and Copyright

Understanding AI and copyright:

Most generative AI tools use inputs submitted by users to train and refine their models. Additionally, AI-generated content may incorporate copyrighted material from the AI's training data.

Pupils' intellectual property:

Pupils own the intellectual property (IP) rights to original content they create. This is likely to include anything that shows working out or is beyond multiple-choice questions.

Pupils' work must not be used by staff to train generative AI models without appropriate consent or exemption from copyright.

Staff use of AI-generated content:

When staff use AI to generate content, they must be aware that:

- **AI outputs may contain copyrighted material** - AI tools may reproduce or closely imitate copyrighted text, images or other content from their training data. Staff must check outputs carefully and not assume AI-generated content is copyright-free
- **Ownership of AI-generated content is complex** - The legal position on who owns copyright in AI-generated content is still developing. Staff should assume that:
 - AI-generated content may not be protected by copyright
 - The school may not own exclusive rights to AI-generated materials
 - Others could generate similar or identical content using the same AI tool
- **School ownership of staff-created materials** - Content created by staff for school purposes (whether using AI or not) belongs to the school as part of their employment duties. However, staff should be aware that AI-generated elements may not be exclusively owned by the school

Best practice for staff:

- Always significantly adapt and add to AI-generated content rather than using it verbatim
- Fact-check all AI outputs and verify they don't infringe copyright
- Attribute AI use appropriately in any published materials
- Seek legal advice if unsure about copyright implications

Exemptions and legal advice:

Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

5.5 Transparency and Attribution

Staff should be transparent about AI use:

- When sharing AI-generated content externally, consider whether it is appropriate to disclose AI use
- In professional documents or publications, acknowledge where AI has been used
- Be honest with colleagues about how AI has assisted with work
- Model transparency to pupils about when and how AI is being used

5.6 Professional Integrity

Staff must maintain professional standards when using AI:

- Do not use AI to avoid professional responsibilities

- Do not claim AI-generated work as entirely your own where this would be misleading
- Use AI to enhance, not replace, your professional expertise
- Ensure AI use aligns with professional teaching standards

5.7 Appropriate Content

All AI-generated content must be:

- Appropriate for the school context and audience
- Free from offensive, discriminatory or inappropriate material
- Aligned with school values and ethos
- Suitable for the intended purpose

Staff must review AI outputs carefully and remove or modify any inappropriate content before use.

5.8 Prohibition on Deepfakes and Manipulated Images

The creation, sharing or distribution of deepfakes or AI-generated manipulated images is strictly prohibited.

Staff and governors must not:

- Create AI-generated images or videos of real people (staff, pupils, parents/carers or any other individual) without explicit written consent
- Use AI tools to alter photographs or videos of individuals in a way that misrepresents them
- Share or distribute AI-generated images that could be mistaken for genuine photographs

Pupils must not:

- Create AI-generated images or videos of other pupils, staff or any other person
- Use AI to manipulate or alter images of real people
- Share AI-generated images that could harm, embarrass or misrepresent another person

Safeguarding implications:

The creation of AI-generated images, particularly of children, can constitute a serious safeguarding concern and may be illegal under the following legislation:

- Protection of Children Act 1978
- Criminal Justice Act 1988
- Sexual Offences Act 2003
- Online Safety Act 2023

Any incident involving the creation or sharing of inappropriate AI-generated images will be:

- Reported immediately to the DSL
- Treated as a serious safeguarding incident
- Investigated in line with our child protection and safeguarding policy
- Reported to police where appropriate

For staff: Such breaches will be treated as gross misconduct and may result in dismissal and referral to the Disclosure and Barring Service (DBS).

For pupils: Such breaches will be dealt with under our behaviour policy and may result in fixed-term or permanent exclusion, depending on the severity.

5.9 Raising Concerns and Complaints About AI Use

For staff and governors:

If you have concerns about:

- A proposed use of AI
- AI use that may have resulted in errors, bias or unfair treatment
- Data protection implications of AI use
- Ethical concerns about AI use

You should:

1. **Immediate concerns:** Speak to the headteacher as soon as possible
2. **Safeguarding concerns:** Report immediately to the DSL (Michelle Wiggins) in accordance with our child protection and safeguarding policy
3. **Data protection concerns:** Contact our DPO (Tim Pinto) at tpinto@esafetyoffice.co.uk)
4. **Formal complaints:** Follow our staff grievance procedure if your concern is not resolved informally

For parents/carers and pupils:

If you have concerns about:

- How AI is being used in your child's education
- Potential bias or unfair treatment resulting from AI use
- Data protection or privacy issues
- Inappropriate content generated by AI

You should:

1. **Initial concerns:** Speak to your child's class teacher in the first instance
2. **Unresolved concerns:** Contact the headteacher (Michelle Wiggins) at mwiggins@stanleystpeters.co.uk)

3. **Formal complaints:** Follow our school complaints policy, available on our website
4. **Safeguarding concerns:** Contact our DSL (Michelle Wiggins) immediately

Timeframes:

- Initial concerns will be acknowledged within 2 working days
- We aim to resolve concerns informally within 10 working days
- Formal complaints will be handled in line with the timeframes set out in our complaints policy
- Urgent safeguarding concerns will be actioned immediately

Right to escalate:

If you remain dissatisfied after following our internal procedures, you may:

- Contact the local authority (Wakefield Council)
- Contact the Information Commissioner's Office (ICO) for data protection concerns
- Contact Ofsted if you believe the school is not meeting statutory requirements

Transparency:

- All AI-related complaints will be logged and reviewed
- Themes and trends will be reported to the governing board
- We will use complaints to improve our AI practices and policy

5.10 Data Retention and AI-Generated Content

Retention of AI-generated content:

Content generated using AI tools will be retained in accordance with our data protection policy and records management policy.

General principles:

- AI-generated content that forms part of official school records (e.g., letters to parents, policies, planning documents) will be retained for the same period as equivalent non-AI-generated documents
- Drafts and working documents created using AI should be deleted once the final version is complete, unless there is a specific reason to retain them
- Conversation histories and prompts entered into AI tools should be deleted regularly and must not contain personal or sensitive data

Specific retention periods:

Type of AI-generated content	Retention period	Justification
Lesson plans and teaching resources	Current year + 1 year	Operational need
Letters and communications to parents/carers	Current year + 6 years	Potential complaints or legal claims
Job descriptions and recruitment materials	Termination of employment + 6 years	Employment law requirements
Administrative documents	Varies depending on document type	Follow existing retention schedule
Pupil-related AI outputs (if any)	Duration of pupil's time at school + 25 years	Safeguarding and educational records requirements

Prompts and conversation histories:

- Staff should not save conversation histories containing personal or sensitive data
- Where AI tools automatically save conversation histories, staff must:
 - Regularly review and delete histories
 - Ensure no personal data is retained
 - Use privacy settings to minimise data retention where available

Right to erasure:

Individuals have the right to request erasure of their personal data under UK GDPR. If we receive such a request:

- We will delete any AI-generated content containing the individual's personal data, unless we have a lawful reason to retain it
- We will respond to the request within one month

- We will inform the individual if we are unable to comply with the request and explain why

Secure deletion:

When AI-generated content containing personal or sensitive data is deleted:

- It will be permanently and securely deleted from all systems
- Backups will be overwritten in line with our backup retention schedule
- We will maintain a log of deletion for accountability purposes

5.11 Accessibility and Inclusion

Stanley St Peter's CE Primary School is committed to ensuring that AI tools are accessible to all staff and pupils, including those with special educational needs and disabilities (SEND).

Our commitments:

- We will consider accessibility when selecting and approving AI tools
- We will ensure AI tools comply with accessibility standards where possible
- We will provide alternative methods of working for staff or pupils who cannot access AI tools due to disability
- We will not disadvantage any staff member or pupil who chooses not to use AI tools

Considerations for pupils with SEND:

AI tools may offer particular benefits for some pupils with SEND, including:

- Text-to-speech and speech-to-text capabilities
- Simplified explanations of complex concepts
- Personalised learning support
- Alternative ways to demonstrate understanding

However, we recognise that:

- AI tools may not be suitable for all pupils with SEND
- Some pupils may find AI-generated content confusing or overwhelming
- Accessibility features vary between different AI tools

Staff responsibilities:

- Teachers will consider individual pupil needs when planning AI use in lessons
- The SENCo will be consulted on appropriate use of AI for pupils with SEND
- Reasonable adjustments will be made to ensure all pupils can access learning

Monitoring:

We will monitor the impact of AI use on pupils with SEND and make adjustments as needed to ensure equity and inclusion.

6. Data Protection and Privacy

6.1 Legal Framework

Our use of AI must comply with:

- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Education (Pupil Information) (England) Regulations 2005
- Any other relevant data protection legislation

6.2 Data Protection Principles

When using AI tools, staff must ensure that personal data is:

- Processed lawfully, fairly and transparently
- Collected for specified, explicit and legitimate purposes
- Adequate, relevant and limited to what is necessary
- Accurate and kept up to date
- Kept for no longer than necessary
- Processed securely

6.3 Personal and Sensitive Data

Personal data includes any information that can identify an individual, such as:

- Names
- Addresses
- Email addresses
- Telephone numbers
- Photographs
- Pupil records
- Staff employment information

Sensitive (special category) data includes:

- Racial or ethnic origin
- Religious beliefs
- Health information
- Special educational needs information
- Safeguarding concerns
- Biometric data

Rules for AI use:

- **Never** input personal or sensitive data into open AI tools

- Only use closed, approved AI tools when processing personal data
- Minimise the amount of personal data used
- Anonymise or pseudonymise data wherever possible
- Ensure you have a lawful basis for processing personal data through AI

6.4 Open vs Closed AI Tools

Open AI tools (e.g., free versions of ChatGPT, Google Gemini):

- Are publicly accessible
- May store, share or learn from information entered
- Should **never** be used with personal or sensitive data
- Are suitable only for general, non-confidential tasks

Closed AI tools (e.g., enterprise versions with data protection agreements):

- Have enhanced security measures
- Do not share data with external parties
- Are more appropriate for use with personal data (but still require caution)
- Must have appropriate contracts and safeguards in place

6.5 Data Protection Impact Assessments (DPIAs)

Before using any new AI tool that processes personal data, the school must:

- Conduct a Data Protection Impact Assessment (DPIA)
- Identify and assess data protection risks
- Implement measures to mitigate risks
- Consult the DPO
- Document the assessment and decisions made

The DPO will maintain a register of DPIAs for all AI tools used in school.

6.6 Data Processing Agreements

For any AI tool provided by a third party that processes personal data, the school must:

- Ensure a data processing agreement is in place
- Verify the supplier's data protection and security measures
- Understand where data is stored and processed
- Know how data will be used and protected
- Have the right to audit the supplier's practices

6.7 Individual Rights

Individuals have rights under data protection law, including:

- The right to be informed about how their data is used

- The right to access their personal data
- The right to rectification of inaccurate data
- The right to erasure in certain circumstances
- The right to object to processing

When AI is used to process personal data, individuals retain these rights. Staff must ensure AI use does not prevent individuals from exercising their rights.

6.8 Data Breaches

If a data breach occurs involving AI (e.g., personal data accidentally entered into an open AI tool), staff must:

1. Report it immediately to the headteacher and DPO
2. Stop using the AI tool if necessary
3. Document what happened
4. Follow the school's data breach procedure

The DPO will assess whether the breach must be reported to the Information Commissioner's Office (ICO) and/or affected individuals.

7. Appropriate Use of AI

7.1 Age Restrictions and Access Controls

Pupils may use AI tools as a research tool to help them find out about new topics and ideas, and when specifically studying and discussing AI in schoolwork. However, we recognise that most AI platforms have age restrictions in their terms of service.

At Stanley St Peter's CE Primary School:

- Pupils under the age of 13 are not permitted to create personal accounts on AI platforms
- All pupil use of AI tools must be teacher-mediated and supervised
- Pupils in Key Stage 2 (Years 3-6) may access approved AI tools only during lessons where the teacher has given express permission and is actively supervising
- Any AI tool used with pupils must be accessed through school-managed accounts or teacher demonstration only
- Parental consent is not required for teacher-led, supervised use of AI tools in lessons, as this forms part of our computing and online safety curriculum. However, parents/carers will be informed about our AI policy through our regular communications

Teachers must ensure that:

- Pupils do not create individual accounts on AI platforms
- All AI interactions are monitored and age-appropriate
- Pupils understand they must not use AI tools at home for school work unless specifically instructed by their teacher

Age-appropriate education:

- **Years 1-2:** Pupils will learn about technology in simple terms, understanding that computers can help us learn and create
- **Years 3-4:** Pupils will begin to understand that some technology can 'learn' and make suggestions, and that we need to check if information is correct
- **Years 5-6:** Pupils will explore AI more explicitly, learning about its benefits, limitations, and how to use it responsibly and critically

7.2 Approved Uses of AI

AI tools may be used for the following purposes, subject to the conditions set out in this policy:

For teaching and learning:

- Generating ideas for lesson activities and resources
- Creating differentiated materials for different ability levels
- Developing questions for assessment or discussion
- Explaining concepts in different ways
- Providing examples and model answers (with appropriate caveats)
- Supporting curriculum planning

PRACTICAL EXAMPLE: Lesson planning with AI

A teacher wants to use Oak Academy AI lesson planner to help plan a science lesson on forces.

Correct approach:

1. Use the approved Oak Academy AI lesson planner
2. Input the topic, year group and learning objectives
3. Review the suggested lesson structure and activities
4. Adapt the plan to fit our school's curriculum sequence and format
5. Add your own examples, resources and differentiation strategies
6. Ensure the lesson meets our school's teaching standards
7. Save the adapted plan in our usual planning format

Remember: AI is a starting point, not a replacement for your professional expertise and knowledge of your pupils.

For administrative tasks:

- Drafting letters, emails and communications (without personal data)
- Creating job descriptions and recruitment materials

- Generating meeting agendas and minutes templates
- Summarising documents or reports
- Translating text into different languages
- Proofreading and improving written communications

For professional development:

- Researching educational topics and best practices
- Generating discussion questions for staff meetings
- Creating training materials
- Exploring new teaching strategies

For school improvement:

- Analysing trends and patterns (using anonymised data only)
- Generating ideas for school development priorities
- Supporting strategic planning processes

7.3 Prohibited Uses of AI

AI tools must **not** be used for:

Decisions about individuals:

- Making final decisions about pupil assessment, progress or attainment
- Determining pupil groupings, interventions or support without professional oversight
- Making employment decisions (recruitment, promotion, disciplinary action)
- Determining safeguarding responses or actions

Sensitive communications:

- Writing reports on individual pupils without significant human input and review
- Communicating about safeguarding concerns
- Handling complaints or sensitive parent/carers issues without careful review
- Providing pastoral or emotional support to pupils

Assessment and academic work:

- Completing pupils' homework or assignments
- Writing pupils' reports without substantial teacher input
- Generating exam or test questions without thorough review for accuracy and appropriateness
- Marking or grading pupil work as the sole method of assessment

Inappropriate content:

- Generating content that is offensive, discriminatory, or inappropriate

- Creating deepfakes or manipulated images of real people
- Producing content that violates copyright or intellectual property rights
- Generating content that could bring the school into disrepute

Circumventing safeguards:

- Bypassing school IT security or filtering systems
- Using AI to access blocked or inappropriate content
- Sharing school accounts or login credentials with AI systems

7.4 Pupil Use of AI

Supervised use in lessons:

Pupils may use AI tools in lessons when:

- The teacher has given explicit permission
- The use is directly supervised by the teacher
- The AI tool is on the approved list
- The activity has a clear educational purpose
- Pupils understand they are using AI and how to use it responsibly

Teaching about AI:

We will teach pupils about AI, including:

- What AI is and how it works (age-appropriately)
- Benefits and limitations of AI
- How to use AI responsibly and ethically
- How to identify AI-generated content
- The importance of critical thinking when using AI
- Risks associated with AI (bias, inaccuracy, privacy concerns)

This will be delivered through:

- Computing lessons
- Online safety education
- Cross-curricular opportunities
- Assemblies and PSHE lessons

Pupils must not:

- Use AI to complete homework or assignments unless specifically instructed by their teacher
- Submit AI-generated work as their own
- Create accounts on AI platforms without parental permission (outside of school)
- Use AI to generate inappropriate, offensive or harmful content
- Use AI to create images or content about other pupils or staff
- Share personal information with AI tools

Consequences of misuse:

Pupils who misuse AI will face consequences in line with our behaviour policy, which may include:

- Discussion with the teacher about appropriate use
- Contact with parents/carers
- Loss of privileges (e.g., supervised computer access only)
- For serious breaches: internal exclusion, fixed-term exclusion, or permanent exclusion

8. AI Detection and Investigation of Misuse

8.1 AI Detection Tools

Stanley St Peter's CE Primary School may use AI detection software to help identify potential misuse of AI in pupil work. However, we recognise that:

- AI detection tools are not always accurate and can produce false positives
- Detection tools should be used as one indicator among many, not as definitive proof
- Professional judgement by teachers is essential in determining whether AI has been misused

8.2 Investigating Suspected AI Misuse

If a teacher suspects a pupil has misused AI in their work (e.g., submitting AI-generated content as their own), they should:

1. Gather evidence - Note specific concerns, such as:

- Sudden change in writing style or vocabulary
- Content that is beyond the pupil's usual level of knowledge or understanding
- Inconsistencies within the work
- Language or phrasing that seems unusual for the pupil's age

2. Speak to the pupil - Have a conversation with the pupil to understand their work process. Ask them to:

- Explain their thinking and working
- Describe how they researched and developed their ideas
- Show any drafts, notes or research materials
- Demonstrate their understanding of the content

3. Review the context - Consider:

- Whether the pupil had the opportunity to use AI

- Whether the work aligns with the pupil's usual standard and capabilities
- Whether there are other explanations (e.g., help from parents/carers, tutors, or significant improvement through effort)
- The pupil's explanation and demeanour

4. Take appropriate action - If misuse is confirmed:

- Follow our behaviour policy
- Provide education about academic integrity and proper AI use
- Contact parents/carers to discuss the incident
- Record the incident in line with school procedures
- Ask the pupil to redo the work under supervised conditions
- For serious or repeated breaches, refer to the headteacher

8.3 Academic Integrity Conversations

Rather than focusing solely on detection and punishment, we will:

- Educate pupils about academic integrity and why AI misuse is problematic
- Help pupils understand the difference between appropriate AI use (as a research tool with proper attribution) and inappropriate use (submitting AI work as their own)
- Encourage pupils to take pride in their own work and learning
- Provide clear guidance on when and how AI can be used appropriately in schoolwork
- Emphasise that the purpose of homework and assignments is to develop their own skills and understanding

Key messages for pupils:

- Using AI to help you learn is different from using AI to do your work for you
- Your teachers need to see your own thinking and understanding
- Submitting AI work as your own is a form of cheating
- Learning involves making mistakes and working through challenges – AI can't do this for you
- We're here to help you learn, not just to produce perfect work

9. Training and Support

9.1 Staff Training

All staff will receive training on:

- The content of this policy and how to follow it
- How to use approved AI tools effectively and safely
- Data protection requirements when using AI

- How to identify and address bias in AI outputs
- Safeguarding considerations related to AI
- How to teach pupils about responsible AI use

Training will be provided:

- As part of induction for new staff
- Through regular CPD sessions
- When new AI tools are introduced
- In response to emerging issues or concerns

9.2 Ongoing Support

Staff can access support with AI use through:

- The headteacher (Michelle Wiggins)
- The DPO for data protection questions (Tim Pinto at tpinto@esafetyoffice.co.uk)
- The DSL for safeguarding concerns (Michelle Wiggins)
- Peer support and sharing of good practice
- External training providers where appropriate

9.3 Resources and Guidance

The school will provide:

- This policy and related documents
- Guidance on specific AI tools and their appropriate uses
- Templates and examples of good practice
- Links to external resources and training materials
- Regular updates on AI developments and best practice

10. Risk Management

10.1 Risk Assessment

Before implementing any new AI tool, the school will:

- Conduct a risk assessment to identify potential harms
- Consider data protection, safeguarding, ethical and operational risks
- Implement measures to mitigate identified risks
- Document the assessment and decisions made
- Review the risk assessment regularly

10.2 Safeguarding Risks

Potential safeguarding risks associated with AI include:

- Pupils accessing inappropriate content through AI tools
- Creation of harmful or inappropriate images using AI
- Grooming or exploitation facilitated by AI
- Pupils sharing personal information with AI systems
- Cyberbullying using AI-generated content

Staff must be vigilant to these risks and report any concerns to the DSL immediately.

10.3 Operational Risks

Potential operational risks include:

- Over-reliance on AI leading to deskilling of staff or reduced professional judgement
- Technical failures or outages affecting school operations
- Inaccurate AI outputs causing errors in communications or decisions
- Reputational damage from inappropriate AI use
- Cost implications of AI tools

The school will manage these risks through:

- Clear policies and procedures
- Regular monitoring and review
- Maintaining traditional backup methods for critical tasks
- Staff training and support
- Careful selection and evaluation of AI tools

10.4 Emerging Risks

AI technology is rapidly evolving, and new risks may emerge. The school will:

- Stay informed about developments in AI and associated risks
- Review and update this policy regularly
- Seek expert advice when needed
- Learn from incidents and near-misses
- Share information with other schools and educational organisations

11. Review and Updates

11.1 Policy Review Schedule

This policy will be reviewed:

- **Annually** by the full governing board for comprehensive review

- **Immediately** following any significant AI-related incident
- **As needed** in response to changes in legislation, guidance or technology

11.2 Version Control

All versions of this policy will be:

- Dated and numbered
- Stored securely
- Made available to all staff
- Published on the school website

Changes to the policy will be communicated to all staff, governors and (where appropriate) parents/carers and pupils.

12. Monitoring and Transparency

12.1 Regular Policy Review

AI technology, and the benefits, risks and harms related to it, evolves and changes rapidly. Consequently, this policy is a live document that must be kept updated by the headteacher whenever there is a significant change to either AI use by the school or the associated risks of AI usage.

This policy will be:

- Reviewed termly by the headteacher
- Updated whenever new AI tools are approved or removed
- Shared with the full governing board at least annually
- Revised following any significant AI-related incident
- Updated to reflect changes in legislation or DfE guidance

12.2 Monitoring AI Use in School

The headteacher is responsible for monitoring the effectiveness and safety of AI use across the school.

Termly monitoring will include:

- Review of AI-related incidents or concerns
- Analysis of staff and pupil feedback on AI use
- Check that data protection requirements are being met
- Review of approved AI tools list and DPIAs

Annual monitoring will include:

- Evaluation of the impact of AI on pupil outcomes and staff workload
- Review of staff training needs
- Survey of staff, pupils and parents/carers on AI use
- Assessment of whether AI use aligns with school values and priorities

Metrics for evaluation:

We will evaluate the effectiveness of AI use by monitoring:

- Staff workload indicators and feedback
- Quality of teaching and learning (through lesson observations and work scrutiny)
- Pupil engagement and outcomes
- Time saved on administrative tasks
- Number and nature of policy breaches or incidents
- Data protection compliance
- Cost-effectiveness of AI tools

Reporting:

The headteacher will provide a summary report to the governing board annually, including:

- Overview of AI tools in use
- Benefits realised (e.g., workload reduction, improved outcomes)
- Any incidents or concerns
- Recommendations for future development
- Updated risk assessment

Data protection compliance:

The DPO will:

- Conduct an annual audit of AI-related data processing activities
- Review DPIAs whenever there are changes to AI tools or their use
- Report any data protection concerns to the headteacher and governing board immediately

12.3 Incident Logging

All AI-related incidents must be logged, including:

- Safeguarding concerns arising from AI use
- Data protection breaches involving AI
- Misuse of AI by staff, governors or pupils
- Technical issues with AI tools
- Concerns about bias or inaccuracy in AI outputs

Incident log details should include:

- Date and nature of incident
- Individuals involved
- Action taken
- Outcome
- Lessons learned and any policy amendments required

This log will be reviewed termly by the headteacher and annually by the governing board.

12.4 Transparency and Communication

We are committed to keeping our school community informed about AI use. We will:

- Publish this policy on our school website
- Include information about AI use in our school prospectus and welcome materials
- Communicate with parents/carers about how AI is used in teaching and learning through newsletters and parent meetings
- Provide regular updates through school communications
- Seek feedback from pupils, parents/carers and staff through surveys and consultations
- Be open about when AI has been used in school communications or materials

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

13. Related Policies and Further Information

This policy should be read in conjunction with:

- Data Protection Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Acceptable Use Policy (staff and pupils)
- Behaviour Policy
- Assessment Policy
- Records Management Policy
- Complaints Policy
- Staff Grievance Policy

Further information and guidance:

Staff can access additional information from:

- Department for Education guidance on generative AI in education
- Information Commissioner's Office (ICO) guidance on AI and data protection
- UK Government guidance on AI regulation
- Professional teaching associations and unions
- The Key for School Leaders resources on AI

Appendix 1: Approved Uses of AI Tools

The following AI tools have been approved for use at Stanley St Peter's CE Primary School. All tools have undergone a risk assessment and, where necessary, a Data Protection Impact Assessment (DPIA).

Staff must only use approved AI tools and must not input personal or sensitive data into open AI tools.

AI TOOL	TYPE	DPIA COMPLETED	LAST REVIEWED	APPROVED FOR	APPROVED USES	RESTRICTIONS
KeyGPT	Closed	Yes	September 2025	Teachers, Governors, Administration team	Letters/emails to parents/carers/professionals, job descriptions and adverts, interview questions, lesson planning support	Staff only. No pupil personal data to be entered
Oak Academy AI lesson planner	Closed	Yes	September 2025	Teachers	Lesson planning assistance (lessons must follow our curriculum format)	Staff only. Teacher must review and adapt all outputs

AI TOOL	TYPE	DPIA COMPLETED	LAST REVIEWED	APPROVED FOR	APPROVED USES	RESTRICTIONS
Chat GPT (Free version)	Open	Yes	September 2025	Teachers, Governors, Administration team	Letters/emails (no personal data), job descriptions, interview questions, research, lesson planning, resources	No personal or sensitive data. All outputs must be fact-checked. Staff only
Microsoft Teams with Co-Pilot	Closed	Yes	September 2025	Teachers, Support staff, Governors, Administration team	Emails, administrative tasks, learning experiences	Available to all staff with Microsoft 365 accounts
Teachmate AI	Closed	Yes	September 2025	Teachers, Support staff, Administration team	Administrative tasks, learning experiences (planning and resources), reports	No pupil personal data without appropriate safeguards

Key definitions:

- **Open AI tools** can be accessed and modified by anyone and may store or learn from information entered. Never input personal or sensitive data into open AI tools.

- **Closed AI tools** are more secure as external parties cannot access the data you input. However, data protection principles still apply.

Important notes:

- This table will be reviewed and updated as new tools are approved or existing tools are removed
- Staff wishing to use an AI tool not on this list must complete an AI tool request form and submit it to the headteacher for approval
- All approved tools must be used in accordance with this policy
- DPIAs are reviewed annually or when there are significant changes to the tool or how it is used

Process for requesting a new AI tool:

If you wish to use an AI tool that is not on the approved list:

1. Complete an AI tool request form (available from the school office)
2. Submit the form to the headteacher with details of:
 - The AI tool name and provider
 - The intended purpose and benefits
 - What data (if any) will be processed
 - Any costs involved
3. The headteacher will consult with the DPO and conduct a risk assessment
4. You will be informed of the decision within 10 working days
5. If approved, the tool will be added to this appendix

Appendix 2: Glossary of AI Terms

Artificial Intelligence (AI): Technology that enables computers to perform tasks that typically require human intelligence, such as understanding language, recognising patterns, and making decisions.

Generative AI: AI systems that can create new content, such as text, images, audio or video, based on prompts from users. Examples include ChatGPT, Google Gemini, and DALL-E.

Large Language Model (LLM): A type of AI trained on vast amounts of text data that can understand and generate human-like text. ChatGPT and Google Gemini are examples of LLMs.

Machine Learning: A type of AI where systems learn and improve from experience without being explicitly programmed for every task.

Prompt: The instruction or question you give to an AI tool to generate a response. The quality of the prompt often affects the quality of the output.

Open AI tool: An AI system that is publicly accessible and may store, share or learn from the information entered into it. Personal or sensitive data should never be entered into open AI tools.

Closed AI tool: An AI system with enhanced security measures where external parties cannot access the data you input. These are generally safer for use with sensitive information, but data protection rules still apply.

Hallucination: When an AI generates information that sounds plausible but is actually false or nonsensical. This is why fact-checking AI outputs is essential.

Deepfake: AI-generated or manipulated media (images, video or audio) that appears real but has been artificially created or altered to show something that didn't actually happen.

Bias: When an AI system produces unfair or discriminatory outputs, often because the data it was trained on contained biases relating to protected characteristics such as race, gender, disability or age.

Training data: The information used to teach an AI system. The quality and diversity of training data significantly affects the AI's outputs.

Data Protection Impact Assessment (DPIA): A process to identify and minimise data protection risks when using new technology like AI, especially when processing personal data.

Natural Language Processing (NLP): The branch of AI that helps computers understand, interpret and generate human language.

Algorithm: A set of rules or instructions that an AI system follows to solve problems or make decisions.

Copyright: Legal rights that protect original creative works. AI-generated content may incorporate copyrighted material, so outputs must be checked carefully.

Intellectual Property (IP): Legal rights over creations of the mind, including copyright, which may be relevant when using AI-generated content.

Academic integrity: The ethical principles of honesty and responsibility in academic work. This includes not presenting AI-generated work as your own.

Plagiarism: Presenting someone else's work or ideas as your own, which can include presenting AI-generated content as your own original work without proper attribution.